

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NV3

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Teri Vaughan

Official School Name: Elizabeth Lenz Elementary School

School Mailing Address: 2500 Homeland Drive
Reno, NV 89511-9239

County: Washoe State School Code Number*: 016257

Telephone: (775) 851-5620 E-mail: tvaughan@washoeschools.net

Fax: (775) 851-7080 Web site/URL: http://www.washoecountyschools.org/lenz

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Pedro Martinez Superintendent e-mail: pmartinez@washoeschools.net

District Name: Washoe County School District District Phone: (775) 348-0200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Barbara Clark

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 62 Elementary schools (includes K-8)
 14 Middle/Junior high schools
 13 High schools
 4 K-12 schools
 93 Total schools in district
2. District per-pupil expenditure: 6678

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	1	0	1
K	23	23	46
1	33	40	73
2	41	44	85
3	35	36	71
4	52	49	101
5	48	38	86
6	36	36	72
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			535

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
80 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2011	559
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 3%
Total number of ELL students in the school: 15
Number of non-English languages represented: 7
Specify non-English languages:

Bengali, Bangla, French, Hindi, Lithuanian, Mandarin Chinese, Punjabi, Panjabi, and Spanish

9. Percent of students eligible for free/reduced-priced meals: 5%

Total number of students who qualify: 26

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>11</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>2</u>
Total number	<u>27</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	97%	96%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Elizabeth Lenz Elementary School is a quaint neighborhood school nestled in south Reno. The school was opened in 1981 and many of our families are second generation Lenz alumni. We serve students in grades Kindergarten through sixth. Most of the Lenz families fall within a high socioeconomic status, however, due to the recent economic downturn, many have faced losing their small business or the lay off of one parent. We are proud to have a strategies program at our school that serves students with autism. We have worked hard to build an inclusive environment for all students attending our fine school.

The ethnic composition of our school is mainly Caucasian/white, with a small percentage in the following areas: American Indian, Asian, African American, Hispanic, and Pacific Islander. Our mobility rate is extremely low at 7%. We find that once our families become part of our community they stay even if they move to a different home in another zone.

The Lenz Vision for Learning states: Lenz will provide social, emotional, and educational opportunities for personal growth for all students in a safe and accepting environment. Lenz will inspire students to reach their highest potential, maintaining high standards and accountability, thus rewarding our community with college ready, career ready, and contributing citizens.

Our four core values include: perform your best work, show respect to others, to their property, and to their differences, display responsible behavior, and exhibit kindness and compassion. These values are represented through Lenz School's Positive Behavioral Intervention/Support program. The Lenz positive behavior expectations spell out the acronym SPOTS which stands for: S - be safe, P - be prepared for the day, O - be on task, T - treat others with respect, and S - show kindness and empathy. The acronym "SPOTS" was chosen because the school mascot is Leo the Leopard.

At Lenz Elementary School, we are very proud of the many accomplishments of our students, staff, parents, and community members. We are dedicated to helping all students achieve their full academic and social potential. Our research-based comprehensive literacy program is Houghton Mifflin and our math program is Everyday Math in grades first through fifth and Holt Math in grade six. We supplement these programs with intervention/enrichment groups based on individual student needs as determined by the Developmental Reading Assessment (DRA), State of Nevada Criterion Referenced Test (CRT), Measure of Academic Progress (MAP), and ongoing formative assessments. We continue to refine our Multi-Tiered Systems of Support (MTSS) process in order to provide intervention and enrichment activities for our students who are struggling or exceeding in literacy and math as well as our students struggling behaviorally. Our site offers after-school academic chess, art, and drama courses. Our PTA sponsored a Back to School Carnival, Jog-a-thon, and Cookie Dough Sales which earned enough funds to complete the purchase of ActivBoards in each of our classrooms.

Lenz Elementary is committed to high academic achievement for all students through professional collaboration and valued parent involvement. Based on CRT results, Lenz Elementary met Adequate Yearly Progress (AYP) and earned an Adequate Status. Multi-Tiered Systems of Support (MTSS) was redesigned to meet the reading and math needs of all students through data review meetings and intervention/enrichment blocks. A Positive Behavior Intervention Support (PBIS) program was implemented to set our SPOTS standards for behavioral expectations.

Professional Learning Communities (PLC) work focused on Common Core State Standards (CCSS), lesson pacing, and data analysis.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Each year in the Spring, students in grades third through sixth are administered the Nevada Criterion Referenced Tests (CRTs) in reading and math. Fifth grade students also take the CRT science assessment and participate in the Nevada Writing Proficiency Examination. The CRT and Writing Proficiency Exam utilize the same four performance descriptors: Emergent/Developing, Approaching, Meeting, and Exceeding Standards. Based on the scores students earn, their performance falls under one of the four descriptors. Proficiency is defined as students performing in the Meets and/or Exceeds Standards categories. This data contribute to the overall Adequate Yearly Progress status according to the No Child Left Behind accountability model.

B. Lenz Elementary School continues to score among the top in the number of proficient students on the State of Nevada Criterion Referenced Test (CRT) and Fifth Grade Analytic Trait Writing Exam. Based on the State of Nevada's Adequate Yearly Progress (AYP) data, Lenz earned the designation of Adequate for the 2011-2012 school year.

Our five year performance trends in English Language Arts include the following: all students increased their proficiency from 90% to 92%. The median student growth percentile by ethnicity in reading increased in the following subgroups: Asian from 72% to 92%, Hispanic from 83% to 87%, and White from 91% to 92%.

Our five year performance trends in Math include the following: all students increased their proficiency from 91% to 95%. The median student growth percentile by ethnicity in math increased in the following subgroups: Asian from 88% to 92%, Hispanic from 83% to 91%, and White from 92% to 95%. The median student growth percentile by special programs in math increased in the following subgroups: IEP from 52 to 77%.

Lenz School met pathway performance targets in the following areas: Kindergarten End of Year DRA - 56%, target was 46%. Third Grade Reading- 93%, target was 93%.

Annual Measurable Achievement Objectives (AMAO)

AMAO #1 (met) - 77% of our students increased their previous year's score by 25, the goal was 53%

AMAO #2 (met) - 23.1% of our students reached proficiency, the goal was 14.6%

For the past two years, Lenz Elementary decreased the number of proficient students with an IEP in both English Language Arts and Math. In English Language Arts, our IEP subgroup decreased from 75.22% to 73.68%. In Math, our IEP subgroup decreased from 82.35% to 77.19%.

For the past two years in Reading, Lenz Elementary did not meet our Fifth Grade Pathway Performance Target of 98%. The actual proficiency for Fifth Grade Reading was 97%. However, the median student growth percentile by ethnicity in reading increased in the following subgroups: school from 87% to 94%, Asian from 50% to 100%, and White from 91% to 92%. Lenz did not meet pathway targets in the following subgroups: Hispanic from 59% to 51% and Multiracial from 69 to 61%. The median student growth percentile by special programs in reading decreased in all subgroups: FRL from 58 to 48%, IEP from 50 to 39%, and LEP from 67 to 51%.

For the past two years in math, Lenz Elementary did not meet pathway performance targets in both third and fifth grade. The Pathway Performance Target for Third grade was 95% and our actual proficiency was 91%. The Math Pathway Performance Target for fifth grade was 99% and we met proficiency at 97%. The median student growth percentile by ethnicity in math decreased in the following subgroups:

Hispanic from 100 to 67%. The median student growth percentile by special programs in math decreased in the following subgroups: IEP from 58 to 46% and LEP from 68 to 57%.

For the past two years in writing, the percentage of fifth grade proficient writers went from 79.6 to 72.4%. The Lenz writing target was 82%.

We are working hard to close the achievement gaps in the above areas by using a more inclusive approach with our students on an IEP or struggling with language. Our special education department uses the Responsible Scheduling model where the educators go into the classrooms to provide instruction/assistance. They may work with a small group of students on an IEP, struggling with language, and typical peers. They may co-teach lessons where they plan, prepare, and present the lesson with the general education teacher. We have utilized the skills of an intervention teacher through a grant called, Intervention Initiative Plan. Our intervention teacher works with small groups of students on Mondays and Thursdays. She provides intensive Common Core State Standards instruction to help our students meet grade level expectations.

2. Using Assessment Results:

At Lenz, we use data systematically to analyze and improve student and school performance. This includes communicating the data to staff, students, parents, and our community. The data allow for targeted, timely, and strategic adjustments in order to meet individual and school-wide goals.

Several data points are used to determine how well our students are learning. Developmental Reading Assessment (DRA), Measures of Academic Progress (MAP), Aimsweb probes, Criterion Referenced Tests (CRT), teacher-created assessments, and teacher observation contribute to the overall picture. The data are analyzed through our MTSS (Multi-tiered Systems of Support) framework. We use this process to make instructional decisions that are: efficient, proactive, based on early intervention, used to match resources to needs, integrated, and focused on student learning. MTSS is a three tiered problem solving model providing specifically designed academic and behavioral interventions targeted to meet the needs of all students not responding to core instruction or behavioral expectations. Teachers meet monthly on Wednesday afternoons to review data and determine next steps. The process begins with teachers collaboratively examining current data in order to establish enrichment, on track, and tutorial groups (Tiers 1, 2, and 3). During regularly scheduled intervention blocks (120 minutes per week minimum), students receive differentiated instruction. Students receiving extra support are progress monitored every other week (Tier 2) or every week (Tier 3) in order to analyze how effective the interventions are working. After eight weeks, teachers reconvene to study the data, make modifications to groupings, and plan for instruction based on the data. On a more frequent basis, teachers use daily observations to make adjustments to lessons based on formative assessment practices and differentiate instruction. This process leads to improved student performance.

The teachers and implementation specialists participate in data conferences once a month in order to monitor student progress and coach teachers in using data to drive instruction. Specifically, questions during data conferences inquire about the percent of students making typical growth, more than typical growth, and less than typical growth in reading and math. They then make plans to support all students depending on the degree of growth. These conversations help focus our decisions in order to guarantee that data are not merely being collected, but utilized to make instructional decisions. This systematic approach allows the teachers to examine each student individually once a month.

Our key stakeholders include students, parents, and the community. As the leadership team at Lenz reviews on-going formative assessments, they are establishing ways to involve students in creating their own goals and tracking their progress. The more students are involved with their own data, the more likely they are to become invested in their education. Parents are alerted to assessment dates through newsletters, the school calendar and website. Families are updated frequently on their child's progress during parent teacher conferences where they review academic growth on MAP, classroom assessments,

and progress monitoring. On a more immediate basis, parents have the ability to access student progress and grades at any time via the online Infinite Campus portal. The community accesses school-wide data through our district's website. Each school's framework includes various assessment measures including CRT proficiency rates, student growth percentiles, student and family engagement, and achievement gap data. These points are calculated into an overall star rating with a maximum possibility of 5 stars. Lenz is listed as a 5 star school in the Washoe County School District with a total of 92 out of 100 points.

3. Sharing Lessons Learned:

Lenz Elementary School frequently shares successful strategies with other individuals. The instructional staff work closely with grade level and/or vertical colleagues as well as other schools within our district. Lenz teachers contribute to the Washoe County School District (WCSD) and national professional development planning in the forms of the Core Task Project, Basal Alignment Project (BAP), and a mathematics pilot. The dedicated and talented Lenz staff actively shares their expertise and knowledge with others to contribute to the profession and perfect their trade.

As the Core Task Project and the Basal Alignment Project (BAP) have moved the English Language Arts Common Core State Standards (CCSS) into practice, Lenz teachers participate in refining a district-wide implementation process. These close and deep reading approaches reflect the four claims of the Smarter Balanced Assessment Consortium (SBAC); students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts; students can produce effective and well-grounded writing for a range of purposes and audiences; students can employ effective speaking and listening skills for a range of purposes and audiences; and students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

In addition, Lenz teachers participate in piloting newly proposed components of the Everyday Mathematics curriculum developed by the University of Chicago. Their feedback on pilot lessons will be considered as modifications to our Everyday Mathematics program. Finally, administration participates in a CCSS course offering called Leading the Core.

Sharing the lessons learned with other educators not only allows for best practices to be shared outside of the building, it assists Lenz staff in continually reflecting upon their own practice as they engage in the quest for continuous improvement.

4. Engaging Families and Communities:

The entire Lenz community encourages family involvement while promoting educational achievement. In the 31 years of its existence, Lenz has maintained a strong link to the families it serves and carries on many school traditions. Many veteran teachers set the tone for high achievement. Our dedicated teachers regularly share information with parents through classroom newsletters, phone calls, conferences, daily planners, and/or weekly home notes. Regular two-way meaningful communication is facilitated through phone messages from our Connect Ed automated system, school calendars, and a monthly newsletter published by the PTA called the Lenz Prints. In addition, we have a school website that parents can utilize to view the current calendar, helpful tips, and upcoming events. We send out a parent and staff survey once a year and the information collected from the surveys assists us with future decisions regarding school improvement. Our PTA and staff sponsor a variety of events and activities throughout the year: Back to School Carnival, Grandparents Breakfast, Take Dad or Special Person to School Day, Open House/Ice Cream Social, Science Extravaganza, Volunteer Luncheon, and Reading Week. Together, we continue to work toward creating a positive school environment that promotes student success.

The parent presence in our school is strong. On most days, there are approximately 20 parent volunteers working in classrooms, at all grade levels. Lenz School always has help for the above mentioned events and during Staff Appreciation Week, the staff is showered with thoughtful "thank yous" from students

and parents. Recently, a parent has taken on the role of PE teacher as well as running intramural games to include all students at recess.

Our school has also been fortunate to form a partner in education with Whole Foods Market. Whole Foods was kind enough to donate breakfast bars for the entire week of CRT testing. Our students were appreciative of the treats and were well nourished while they tested.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Elizabeth Lenz Elementary School's core curriculum addresses the learning standards found within the Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects as well as the Common Core State Standards for Mathematics. Our philosophy is holding our students and staff to high expectations while working to educate the whole child.

For the past two years of CCSS implementation, we have been working hard with teachers on the six instructional shifts for English Language Arts (ELA) and Literacy. They include: balancing informational and literary texts, knowledge in the disciplines, text-based answers, writing from sources, staircase of complexity, and academic vocabulary. Of particular focus at Lenz are the shifts associated with knowledge in the disciplines and staircase of complexity. In knowledge in the disciplines, teachers outside of ELA instruction emphasize literary experiences in their planning and instruction. Our students learn through domain-specific texts in science and social studies. Rather than referring to the text, they are expected to learn from what they read. In staircase of complexity, students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading. Our teachers provide the appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to be successful.

For Social Studies, we use the texts from Scott Foresman. In kindergarten, the focus is on self, home, family, and the school. In first and second grade our students learn about people and places. In third grade, the academic focus is on our community and in fourth grade the region, specifically the state of Nevada. In fifth grade, the students are exposed to curriculum surrounding the United States and in sixth grade the World. For our Social Studies instruction, we filter this curriculum through the Common Core State Standards.

In Science, we use the Harcourt Science texts. For grades kindergarten through fifth, our students study life science and in sixth grade the focus is on the earth. We use this curriculum filtered through the Common Core State Standards to identify essential outcomes. At Lenz, we culminate our science instruction with a Science Extravaganza in February. This is an evening event where our students develop projects to showcase their newly acquired knowledge.

In the area of PE/Health, our students spend approximately 150 minutes per week. This year we were fortunate to acquire funding through our PTA to hire a PE teacher. She discusses the importance of a promoting a healthy lifestyle, proper nutrition, and has developed many fun activities for our students. The instruction is engaging and keeps our students active.

At Lenz, students attend technology class each week and are exposed to many topics. Our kindergarten through third grade students are scheduled for thirty minutes per week, while our fourth through sixth grade students have forty-five minutes of lab time. The students are provided direct instruction on technical information and project based activities as well as math/reading games. Lenz students are expected to generalize those skills while accessing classroom computers.

In our implementation of CCSS for Mathematics, our focus has been on the eight mathematical practices. They include: making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularly in repeated reasoning. The practice of particular focus this year has been to

construct viable arguments and critique the reasoning of others. This has placed an emphasis on writing throughout the content areas.

At Lenz Elementary School, we have placed a huge emphasis on the visual and performing arts and tying this instruction to the CCSS. Our school has also incorporated social and emotional learning which is helping our students develop self-reflection and stamina as they tackle more challenging content.

In order to accomplish our instructional goals, we use a variety of approaches and student competencies to be successful. One of which is the implementation of project-based learning. This allows teachers the ability to use various content standards through interdisciplinary units of study. The flexible planning associated with project-based learning provides opportunities for vertical collaboration. We introduce student collaboration as early as kindergarten and by the sixth grade; our students have refined their skills of explanation, interpretation, application, perspective, empathy, and self-knowledge.

Our school's mission articulates that there are high expectations for all. We are dedicated to maximizing student academic and social growth through rigorous instruction that is differentiated and guided by CCSS. We instill a love of learning through research-based instruction, social/emotional learning, project-based learning, and technology. Our students are exposed to a safe and orderly learning environment that fosters collaboration and inquiry.

2. Reading/English:

Lenz Elementary School's reading curriculum and instruction follow our newly adopted Common Core State Standards (CCSS). To prepare our teachers for the switch from the previous Nevada State Standards to Common Core, we have implemented the six English Language Arts (ELA) Instructional Shifts. The shifts are a set of descriptors for the Common Core that emphasize the importance of building knowledge, reading, and writing that is grounded in evidence from the text. They entail regular practice using complex texts and academic vocabulary.

Shift 1 requires that students read a true balance of informational and literary texts. Shift 2 allows students to learn through domain specific texts in science and social studies. Shift 3 has teachers prepare our students for the complexity of college and career texts. Shift 4 requires that students have rich and rigorous conversations which are dependent on a common text. Shift 5 has an emphasis on writing and the use of evidence to inform or make an argument. Finally, shift 6 helps students constantly build the vocabulary they need to access grade level complex texts.

The curriculum we use to present the CCSS is Houghton Mifflin. Our students work within a 90 minute literacy block each school day. Our reading program meets the needs of each and every reader with the latest in scientifically based, explicit instruction. There are powerful intervention resources combined with built-in assessment tools and a wealth of leveled literature.

In order to decrease the number of students performing below grade level or increase those working above grade level at Lenz, we provide 120 minutes of weekly intervention/enrichment time. The teaching staff utilizes researched-based reading activities found within Early Success/Soar to Success that help our students meet grade level standards or assign project-based assignments for those requiring an enriched curriculum. The students within our intervention/enrichment groups are assessed every other week using Aims Web probes. The probes identify an appropriate trend line we would like our students to follow. Those meeting the trend line are dismissed from the intervention group and continue working with their grade level peers. Those in our enrichment groups that are exceeding the trend line will be assigned more rigorous activities.

3. Mathematics:

Lenz Elementary School's mathematics curriculum and instruction follow our newly adopted Common Core State Standards (CCSS). To prepare our teachers for the switch from the previous Nevada State Standards to Common Core, we have implemented the following in grades kindergarten through fifth: counting and cardinality, operations and algebraic thinking, number and operations in base ten, number and operations in fractions, measurement and data, and geometry. In sixth grade, our students learn ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability.

In kindergarten, instructional time focuses on two critical areas: representing whole numbers and describing shapes and space. In first grade, the emphasis is on four critical areas: addition and subtraction, place value to tens, linear measurement, and attributes. In second grade, the focus is on four critical areas: base ten notation, fluency with addition and subtraction, standard units of measurement, and analyzing shapes. In third grade, there are four critical areas: multiplication and division to 100, developing an understanding of fractions, an understanding of the structure of rectangular arrays and area, and analyzing two-dimensional shapes. In fourth grade, teachers focus on three critical areas: fluency with multi-digit multiplication, equivalent fractions and addition/subtraction of fractions with like denominators, and classifying geometric figures. In fifth grade, there are three critical areas: fluency with addition, subtraction, multiplication, and division of fractions, division with 2-digit divisors, operations to hundredths, and an understanding of volume. Finally in sixth grade, the focus is on four critical areas: connecting ratio and rate to whole numbers, the notion of rational and negative numbers, writing, interpreting, and using expressions and equations, and an understanding of statistical thinking. The curriculum we use in grades kindergarten through fifth is called Everyday Math. It is a spiral curriculum where students are exposed to parts of the above critical areas in each grade level. The level of rigor and intensity increase as our students move through the grade levels. In grade six, we use Holt Math.

In order to decrease the number of students performing below grade level or increase those working above grade level at Lenz, we provide 120 minutes of weekly intervention/enrichment time. The teaching staff utilizes researched-based mathematics activities found within Excel Math that help our students meet grade level standards or assign project-based assignments for those requiring an enriched curriculum. The students within our intervention/enrichment groups are assessed every other week using Aims Web probes. The probes identify an appropriate trend line we would like our students to follow. Those meeting the trend line are dismissed from the intervention group and continue working with their grade level peers. Those in our enrichment groups that are exceeding the trend line will be assigned more rigorous activities.

4. Additional Curriculum Area:

Science is another curriculum area of focus at Lenz Elementary School. In order to relate our students' acquisition of essential skills and knowledge base, we have integrated reading and writing into our science instruction. Our teachers and staff use inquiry and project-based learning to get our students more deeply involved in the standards.

In order to accomplish this, we use the College and Career Readiness Anchor Standards for Reading as a complement to our science curriculum. The standards define what our students should understand and be able to do by the end of each grade span. The ten major standards are organized within four areas: key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading/level of text complexity.

We use project-based learning and inquiry to present these essential standards. In key ideas and details, students are asked to follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. In craft and structure, students are asked to analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a

text. For integration of knowledge and ideas, students compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic. Finally, in range of reading/level of text complexity, students read and comprehend science/technical texts independently and proficiently.

At Lenz Elementary School, the teaching staff focuses on two of the CCSS instructional shifts while incorporating reading and writing into science: knowledge in the disciplines and text based answers. Our students are required to use text types and purpose to write an informative/explanatory piece that examines complex ideas clearly and accurately through the effective analysis of content. All of this extensive work teaches our students to use the scientific process and their newly acquired knowledge to develop hypotheses. In February of each year, teachers support our students by helping them develop a project for our Science Extravaganza. This is an evening event that showcases the student generated projects based on mastery of science instruction. It is one of our well attended events.

5. Instructional Methods:

All instructional practices and differentiated initiatives are based on our School Improvement Plan. In reading, our goal is to implement Common Core State Standards (CCSS) while meeting pathway targets and improving the amount of students who are keeping up and catching up; in mathematics, our goal is to implement CCSS while meeting pathway targets and improving the amount of students who are keeping up and catching up; and our third goal is to engage our families through an academic focus on CCSS and project based learning. The various levels of professional development take the form of district support, on-site expertise, and community resources.

The Washoe County School District provides several opportunities for our staff to access professional development. District-wide, schools release students 45 minutes early every Wednesday in order to allow teachers a common time to work together in Professional Learning Communities. In addition, the district provides curriculum support in implementing CCSS with Implementation Specialists who are trained to disseminate a consistent message embedded within the 6 English Language Arts shifts using the Core Task and Basal Alignment Projects. In math, they help teachers secure knowledge of the 8 Mathematical Practices. The implementation specialists work with our whole staff, small groups, and individually.

At the site level, Elizabeth Lenz maximizes the expertise within our staff to improve daily instruction. As the school works to increase opportunities for project based learning, teachers are provided with half-day planning sessions to focus on the elements of backwards design. Teachers discuss their newly acquired knowledge during PLC time every Wednesday afternoon. Several staff members are currently working with other district teachers in a training on the 8 Mathematical Practices. They participate in on-site implementation and training for the entire Elizabeth Lenz staff.

Community partners provide resources that assist in supplementing the necessary materials in achieving the School Improvement Goals. The Parent Teacher Association has been instrumental and very generous in advancing the efforts to achieve school goals. With \$20.00 per student designated to each educator, teachers are able to purchase books and other supplies essential to making the implementation of the CCSS successful.

6. Professional Development:

The Lenz professional development approach has been to utilize our School Improvement Plan goals as the filter with which to focus resources. Implementing Common Core State Standards in reading and mathematics while meeting pathway targets and increasing the amount of students who are keeping up and catching up has been our primary focus. Engaging our families with an academic focus on CCSS and project based learning has supported these goals. This ensures that policies, programs, relationships, and resources focus on student achievement.

The Implementation Specialists assigned to our school meet monthly with grade level teachers to discuss instructional strategies, review MAP and other formative assessment measures, and develop effective lesson activities for all students. The specialists are well versed in the implementation of the Common Core State Standards and continually assist the Lenz instructional staff.

Several Lenz staff members have volunteered to be on district committees focusing on Common Core State Standards in reading and math. They attend after school and weekend training sessions and then share the newly acquired skills with the rest of the staff.

Consequently, our approach to professional development lies within the strengths of our staff and their ability to collaborate together. We focus on a "train the trainers' model and enlist the skills of our staff. Each staff member is encouraged to take courses of interest to them. Once they feel comfortable implementing the new strategies in their own classrooms, they are invited to train the entire staff on one of our early release Wednesdays. This has been very successful as the teachers feel confident about their skills and collaborate to assist their colleagues.

7. School Leadership:

The leadership at Lenz is charged with setting policies and procedures. This includes identifying and articulating a vision, fostering the acceptance of group goals, and creating high performance expectations. Our structure includes: encouraging staff input, developing school leaders, offering intellectual stimulation, and providing individualized support.

We encourage "shared leadership" which is a term used to describe a kind of job sharing in which the principal's current duties are parceled out to other staff in the building. It typically views leadership as inherently a social activity woven into the threads of the organization. This leadership can be carried out by different people at different times in different ways. We believe that the principal must not only carry out her own assigned duties, but must develop leadership capacity in teachers and others who are not necessarily accustomed to thinking and acting as leaders.

We have identified four roles of the Lenz leadership and teacher-leaders: improving student achievement, extending our own learning, collaborating for school improvement, and supporting a shared vision and values.

We have a Lenz leadership team that consists of a teacher representative from each grade level as well as from our special education department, and one representative from our support staff. We meet periodically to review current policies and procedures, discuss our school improvement plan, and review whole school assessment data. The staff representatives share information with their colleagues and collect additional comments/concerns. Those comments/concerns are discussed at the following meeting.

We have a Measure of Academic Progress (MAP) team and a Positive Behavior Intervention Supports (PBIS) team who attend all district level trainings, meet on a quarterly basis, and share information and expertise to the rest of the staff. The individuals on both of these teams have worked hard to gain the necessary knowledge to work with their colleagues in a leadership capacity.

We also have an Intervention Assistance Team (IAT) who meets weekly to review data collected for students receiving Tier 2 and/or Tier 3 Interventions. This team analyzes current data, determines progress toward established goals, and discusses next steps with the classroom instructors.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Reference Test

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	91	90	91	83	94
Exceeds Standard	62	61	57	45	53
Number of students tested	98	79	82	100	81
Percent of total students tested	97	96	99	99	100
Number of students alternatively assessed	3	3	1	1	0
Percent of students alternatively assessed	3	4	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked		Masked	Masked
Exceeds Standard	Masked	Masked		Masked	Masked
Number of students tested	2	1		1	3
2. African American Students					
Proficient	Masked			Masked	
Exceeds Standard	Masked			Masked	
Number of students tested	1			1	
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	1	2	3	2
4. Special Education Students					
Proficient	60	Masked	60	91	Masked
Exceeds Standard	40	Masked	20	36	Masked
Number of students tested	15	9	10	11	5
5. English Language Learner Students					
Proficient	Masked		Masked	Masked	Masked
Exceeds Standard	Masked		Masked	Masked	Masked
Number of students tested	7		1	3	1
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	1	7	7	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion Reference Test (CRT)

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	93	90	90	91	93
Exceeds Standard	59	57	66	39	56
Number of students tested	98	79	82	100	81
Percent of total students tested	97	96	99	99	100
Number of students alternatively assessed	3	3	1	1	0
Percent of students alternatively assessed	3	4	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked		Masked	Masked
Exceeds Standard	Masked	Masked		Masked	Masked
Number of students tested	2	1		1	3
2. African American Students					
Proficient	Masked	Masked		Masked	
Exceeds Standard	Masked	Masked		Masked	
Number of students tested	1	1		1	
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	6	2	3	2
4. Special Education Students					
Proficient	73	Masked	80	82	Masked
Exceeds Standard	27	Masked	40	18	Masked
Number of students tested	15	9	10	11	5
5. English Language Learner Students					
Proficient	Masked		Masked	Masked	Masked
Exceeds Standard	Masked		Masked	Masked	Masked
Number of students tested	7		1	3	1
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	1	7	7	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Criterion Reference Test (CRT)

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	96	97	98	90	89
Exceeds Standard	38	37	31	71	73
Number of students tested	85	89	106	99	90
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	1	2	4	2
2. African American Students					
Proficient	Masked		Masked		Masked
Exceeds Standard	Masked		Masked		Masked
Number of students tested	1		2		3
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	4	4	6
4. Special Education Students					
Proficient	80	70	Masked	Masked	67
Exceeds Standard	10	0	Masked	Masked	58
Number of students tested	10	10	9	8	12
5. English Language Learner Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	1	2
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	9	7	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion Reference Test (CRT)

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	93	93	98	93	89
Exceeds Standard	46	51	52	42	43
Number of students tested	85	89	106	99	90
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	1	2	4	2
2. African American Students					
Proficient	Masked		Masked		Masked
Exceeds Standard	Masked		Masked		Masked
Number of students tested	1		2		3
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	4	4	6
4. Special Education Students					
Proficient	60	Masked	Masked	Masked	58
Exceeds Standard	10	Masked	Masked	Masked	25
Number of students tested	10	9	9	8	12
5. English Language Learner Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	4	1	2
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	9	7	6
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Criterion Reference Test (CRT)

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	94	93	96	90	87
Exceeds Standard	10	5	21	29	26
Number of students tested	87	97	94	90	86
Percent of total students tested	98	99	99	99	100
Number of students alternatively assessed	2	1	1	1	0
Percent of students alternatively assessed	2	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	3	2	4	
2. African American Students					
Proficient				Masked	Masked
Exceeds Standard				Masked	Masked
Number of students tested				3	3
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	5	4	7	2
4. Special Education Students					
Proficient	Masked	Masked	Masked	58	Masked
Exceeds Standard	Masked	Masked	Masked	17	Masked
Number of students tested	8	6	4	12	5
5. English Language Learner Students					
Proficient	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	1	1	2	
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	8	4	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Reference Test (CRT)

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	90	97	88	83	84
Exceeds Standard	69	53	32	21	17
Number of students tested	87	97	94	90	86
Percent of total students tested	98	99	99	99	100
Number of students alternatively assessed	2	1	1	1	0
Percent of students alternatively assessed	2	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	3	2	4	
2. African American Students					
Proficient				Masked	
Exceeds Standard				Masked	
Number of students tested				3	
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	5	4	7	2
4. Special Education Students					
Proficient	Masked	Masked	Masked	50	Masked
Exceeds Standard	Masked	Masked	Masked	8	Masked
Number of students tested	8	6	4	12	5
5. English Language Learner Students					
Proficient	Masked	Masked	Masked	Masked	
Exceeds Standard	Masked	Masked	Masked	Masked	
Number of students tested	2	1	1	2	
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	8	4	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Criterion Reference Test (CRT)

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	100	95	94	94	99
Exceeds Standard	22	20	29	67	66
Number of students tested	88	74	83	88	71
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	4	1	1
2. African American Students					
Proficient	Masked	Masked	Masked		
Exceeds Standard	Masked	Masked	Masked		
Number of students tested	2	1	2		
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	4	4	2
4. Special Education Students					
Proficient	Masked	Masked	67	Masked	Masked
Exceeds Standard	Masked	Masked	8	Masked	Masked
Number of students tested	3	4	12	8	4
5. English Language Learner Students					
Proficient	Masked		Masked		Masked
Exceeds Standard	Masked		Masked		Masked
Number of students tested	1		1		1
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	3	4	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Criterion Reference Test (CRT)

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: NV Dept. of Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	94	95	90	94	99
Exceeds Standard	63	65	64	65	63
Number of students tested	88	74	83	88	71
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	4	1	1
2. African American Students					
Proficient			Masked		
Exceeds Standard			Masked		
Number of students tested			2		
3. Hispanic or Latino Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	4	4	2
4. Special Education Students					
Proficient	Masked	Masked	50	Masked	Masked
Exceeds Standard	Masked	Masked	33	Masked	Masked
Number of students tested	3	4	12	8	4
5. English Language Learner Students					
Proficient	Masked		Masked		Masked
Exceeds Standard	Masked		Masked		Masked
Number of students tested	1		1		1
6. Asian					
Proficient	Masked	Masked	Masked	Masked	Masked
Exceeds Standard	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	3	4	3
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13NV3